



MANSFIELD PUBLIC SCHOOLS

# School Improvement Plan

July 1, 2021 through June 30, 2022

Teresa Murphy, Superintendent

Presented to School Committee May 25, 2021





# MANSFIELD PUBLIC SCHOOLS

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## **District and School Improvement July 2021 through June 2022**

### **Introduction**

Spring 2021 finds our school district completing a unique fourteen-month period when our educators had to develop three different models of learning environments so as to provide Mansfield students with a high-quality education during a pandemic. The innovations developed to meet the needs of students and families have been remarkable and include:

- Multiple feasibility studies and the development of safety and health protocols
- The COVID-19 Returning & Learning Website was developed and was frequently updated to provide a central location for COVID-19 resources and information.
- District COVID signage design/installation to support mitigation efforts
- Contact tracing was conducted daily seven days a week by school nurses.
- Implementation of 1:1 model of chrome books in grades 3-12
- Use of digital technologies in all grades to support learning and for parent/guardian partnerships.
- Cultural Proficiency training for staff
- Successful partnership with McLean Hospital to support social-emotional learning.
- In addition to in-school breakfasts and lunches, Food Services distributed 62,312 Grab & Go meals from September 2020 through April 2021.
- In-house repair center was created to perform all repairs of chrome books on-site using MPS staff.
- Professional learning in technology integration has focused on designing instruction for increased student engagement, assessment, and feedback in the digital environment.
- MPS Digital Learning Resources Website for staff was developed and contains how-to documents along with video tutorials for most digital resources used throughout the district.
- A website to support students and families in the use of the most common digital tools used throughout the district was developed and includes detailed how-to documents and tutorial videos.
- Purchases, inventory and distribution plan of Personal Protective Equipment (PPE) was developed by the Facilities Department.
- Indoor ventilation assessment provided by RISE Engineering completed, including a review of all HVAC systems.
- Security Check-in Station Design Phase I completed
- Summer school planning is in progress.

The administrative teams in each school led their faculty and staff during this challenging school year and managed the day-to-day business of their school community. At the same time, they have been looking ahead to the future and, together with their leadership teams and School Councils, they have developed initiatives to improve areas of their school. Although we typically develop multi-year district and school improvement plans, due to the recent extraordinary events that have impacted the district at such a high

level, we are focused at this time on the year ahead. This improvement plan is centered around four strategic objectives:

**Mansfield Public Schools  
District and School Improvement  
July 1, 2021 through June 30, 2022**

Strategic Objectives	Mansfield Public Schools Core Values
<p><b><i>Teaching &amp; Learning:</i></b></p> <p>Mansfield Public Schools will raise the floor with the right supports and advance higher-level learning.</p>	<p>Effective education is achieved through high standards and a clear vision of the future.</p> <p>All students can be successful lifelong learners.</p> <p>Access to and use of technology enhances teaching and learning.</p>
<p><b><i>Equitable and Inclusive Practices:</i></b></p> <p>Mansfield Public Schools will develop a positive school climate and create opportunities to make our schools more personalized and inclusive.</p>	<p>Students come from a variety of backgrounds and bring diverse experiences into our schools.</p> <p>Successful schools require continuous assessment and improvement.</p>
<p><b><i>Social, Emotional, Physical Supports:</i></b></p> <p>Mansfield Public Schools will proactively provide for the evolving social, emotional, and physical needs of students.</p>	<p>Education contributes to the emotional, physical, social, and academic development of a student.</p> <p>A safe, healthy, and respectful learning community is essential.</p>
<p><b><i>Collaborate to Innovate:</i></b></p> <p>Mansfield Public Schools will identify and cultivate innovative learning environments and pathways.</p>	<p>Education must respond to the changing needs of society.</p> <p>Educating the whole student requires a partnership among the schools, parents, and the community.</p>

For each strategic objective, there are district-level and individual school initiatives that align and will be the focus of the district improvement efforts during the 2021-2022 school year. We will all be moving forward in the same direction.

### **School Committee**

Kiera O'Neil, Chair  
Lynn Cavicchi, Vice Chair  
Linda Fernando  
Lauren Scher  
Jenn Walsh

### **School Councils**

Mansfield High School	Qualters Middle School	Jordan/Jackson Elementary School	Robinson Elementary School
<u>Staff</u> Principal Mary Watkins Mark DeGirolamo Ellen Dumont Gail Farrington Tina Karidoyanes Nathaniel Turner	<u>Staff</u> Principal David McGovern Beth Donovan Beth Herlihy Dawn Martin	<u>Staff</u> Principal John Nieratko Peggy DeAngelis Jennifer Memoli Karen Ouwinga	<u>Staff</u> Principal Kerri Sankey Mary Lee Franklin Rebecca Humphrey Patricia Parrillo
<u>Parents/Guardians</u> Carolyn Deady Dave Elsner Tracy Friedman Lisa Guglielmi Lalit Koul Stacey Mullert Mary Shannon	<u>Parents/Guardians</u> Vakula Daruri Rachel Hodges Tim Hoff	<u>Parents/Guardians</u>  Nicole Burch Dina Franco Yohana RoseMark Michelle Sexton Deborah Stratton	<u>Parents/Guardians</u> Kendra Antonius Russell Booth Ran Alix Garth Aprill Lane
<u>Students</u> Trevor Flint Christopher Leonard Minuja Rajasinghe			
<u>Community Representative</u> Aaron Roth			

### **Key Contributors**

Michael Connolly, Assistant Superintendent for Teaching & Learning  
Edward Donoghue, Assistant Superintendent for Finance & Operations  
Jim Leonard, Director of Special Education  
Julia Greenstine, Director of Digital Learning  
Mary Watkins, Mansfield High School Principal  
Dave McGovern, Qualters Middle School Principal  
John Nieratko, Jordan/Jackson Principal  
Kerry Sankey, Robinson Elementary School Principal  
Krista DeMello, Roland Green Preschool Director



## District Demographic Data

(based on 2021 School Report Card)

	RG	ROB	J/J	QMS	MHS	DIST
<b>Enrollment</b>						
Male	54	331	404	430	600	1,819
Female	37	324	344	374	605	1,684
Non-Binary	0	1	0	0	0	1
Total	91	656	748	804	1,205	3,504
<b>Enrollment by Race/Ethnicity, % of District</b>						
African American	3.3	4.4	4.8	4.7	4.2	4.5
Asian	3.3	7.0	9.5	6.6	7.1	7.4
Hispanic	11.0	7.0	5.5	6.5	4.7	5.9
Native American	1.1	0.2	0.1	0.1	0.0	0.1
White	75.8	75.9	74.2	79.6	80.2	77.9
Native Hawaiian, Pacific Islander	0.0	0.2	0.0	0.0	0.0	0.0
Multi-Race, Non-Hispanic	5.5	5.3	5.7	2.5	3.8	4.3
<b>Indicators</b>						
Grade 9-12 Dropout Rate (%) *	-	-	-	-	0.1	0.1
Attendance Rate (%)	97.5	96.7	97.7	96.9	98.2	97.3
Average # of Days Absent	2.0	3.2	2.2	3.0	1.8	2.6
<b>Selected Populations % of School</b>						
First Language Not English	7.7	6.4	8.2	8.1	5.1	6.8
English Language Learners	0.0	2.7	3.5	1.2	0.5	1.7
Students with Disabilities	52.7	13.3	14.0	13.4	14.9	15.8
High Needs	57.1	27.7	30.2	29.0	25.9	29.3
Economically Disadvantaged	24.2	18.3	17.2	17.5	15.0	16.9
<b>Native Language Not English (NLNE)</b>	<b>9</b>	<b>46</b>	<b>62</b>	<b>60</b>	<b>59</b>	<b>236</b>

# Strategic Objectives





**Teaching and Learning:**

***Raise the Floor with the Right Supports and  
Advance Higher-Level Learning***



**Teaching and Learning:**  
***Raise the Floor with the Right Supports and***  
***Advance Higher-Level Learning***

District-level Initiative	Context	Actions & Activities
<p>Year 1 of a 3-year implementation of the <i>Illuminate Education</i> Data and Assessment (DnA) system.</p>	<p>The implementation of a district-wide data and assessment system will allow us to flow multiple measures of student learning into one system allowing for robust reporting and real-time adjustments to teaching and learning to benefit all MPS students.</p>	<p>July/August 2021: Form a core district team that will train with <i>Illuminate Education</i> (Train the trainer model) in assessment creation, administration, and basic reporting for a limited number of identified common assessments.</p> <p>The district leadership team will participate in a training to introduce DnA and explore data analysis and reporting capabilities.</p> <p>The district technology department will work with <i>Illuminate Education</i> to integrate our Student Information System (SIS) data.</p> <p>September-May 2022: Training of identified staff in assessment administration and report retrieval.</p> <p>Deployment and administration of identified common assessments (beginning, mid, and end of year intervals).</p> <p>Review of reporting elements with adjustments as needed.</p> <p>Ongoing: assessment creation for mid and end of year identified assessments.</p> <p>Ongoing: Assessment and basic reporting creation for beginning, mid and end of year identified assessments.</p> <p>Core district team training with <i>Illuminate Education</i> on data analysis and reporting.</p> <p>Year 2 common assessment identification and build/integration for launch in September 2022.</p>
<p>Unpack the new DESE</p>	<p>DESE issued guidance in</p>	<p>Summer 2021: Review guidance document with</p>

Dyslexia Guidelines	April of 2021 recommending increased use of evidence and research based screening for all students in the early grades	a focus group to research the recommendations for dyslexia screening tools and identifying evidence based screening and curriculum resources.  Fall and Winter 2021: Conduct a needs and capacity assessment dependant on summer work.
<b>Roland Green Initiative</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
Finalize the decision about a curriculum and the plan for implementation for 2022-2023.	Roland Green does not currently have an evidence based curriculum being implemented. The goal is to align our current model of instruction with a social emotional curriculum to ensure all students have an equitable educational experience.	Teachers and therapists will observe area schools currently implementing curriculums of interest.  Staff will meet to discuss options, pros/cons and come to consensus to recommend one to the Director.  Negotiate and purchase  Create implementation plan for the 2022-2023 school year.
<b>Robinson Initiatives</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
Provide professional development in the area of literacy	<p>The Robinson School is currently in the third year of the <i>Journeys</i> literacy program.</p> <p><i>Journeys</i> provides a “buffet” of instructional options in the areas of phonics, reading, writing. Teachers have successfully implemented the essential program components.</p> <p>Next year, through professional development, teachers’ knowledge in the science of reading will increase.</p> <p>We will also dive deeper</p>	<p>Spring 2021: Staff develops a school-wide literacy vision.</p> <p>Spring 2021: Provide DIBELS NEXT training to reading specialists/special education teachers.</p> <p>Spring/Summer 2021: Identify consultants to provide training to teachers in the science of reading beginning with phonemic and phonological awareness. Plan grade level meetings to correspond with consultants’ training.</p> <p>Fall 2021: Meet with the reading team to identify a small group of teachers who could help with DIBELS benchmarking.</p> <p>Fall 2021: Identify a small group of additional teachers to train to administer DIBELS in preparation for winter benchmarking.</p>

	<p>into the additional <i>Journeys</i> instructional routines and resources. This will allow teachers to connect their new knowledge and common understandings with evidence-based best practices aligned with our literacy vision.</p>	<p>Fall 2021/Spring 2022: Consultants provide science of reading professional development to teachers during in-service days.</p> <p>Fall 2021/Spring 2022: Three Grade level meetings to connect new science of reading knowledge with instructional resources/routines in the Journeys program. Identify the high-yield strategies that would result in increased student learning in the areas of phonemic and phonological awareness.</p>
Provide professional development in the area of math.	<p>In 2019, teachers began to investigate the guided math instructional model as a way to meet students' diverse needs in math. We completed a book study and participated in full day professional development with Dr. Nicki Newton. Math curriculum associates and early adopters implemented the guided math instructional model prior to our school closing in March of 2020.</p> <p>We will be revisiting our guided math instructional approach in the 2021-2022 school year.</p>	<p>Spring 2021: Determine grade level needs for the reimplementation of the guided math instructional model in K-2.</p> <p>Summer 2021: Guided math summer institutes for K-2</p> <p>Fall 2021/Spring 2022: Three Grade level meetings for math</p> <p>Fall 2021: <i>Acadience Math</i> training during grade levels/staff meetings to continue to build familiarity with the individual grade level assessments - how to administer, score, analyze.</p> <p>January 2022: All grade levels administer the winter benchmark assessment. Data will drive instruction, guided math groups, and the student support team.</p> <p>May/June 2022: All grade levels administer the spring benchmark.</p>
Jordan/Jackson Initiative	Context	Actions & Activities
Increase integrated Units of Study, supporting small group instructional practices in Literacy, while ensuring materials offer a wide range of culturally relevant texts.	As we enter the 5th year of the Jordan/Jackson Literacy Model, we are continuing to enhance our instructional practices and engage students in cross-curricular lessons (i.e. Science and Social Studies).	<p>Summer 2021: Summer Institute for Curriculum Development and Planning</p> <ul style="list-style-type: none"> <li>Continue to utilize text selection rubric to review texts for bias and representation of diversity</li> <li>Plan for next phase of implementation of newly released Guided Reading and other <i>Fountas &amp; Pinnell</i> Instructional Support Materials</li> </ul>

		<p>Fall 2021: Curriculum Associates and Reading Specialists lead workshops for staff.</p> <p>Winter 2021: Assess implementation of Units and analyze common assessment data and curriculum pacing. Adjust as necessary.</p> <p>Spring 2022: Analyze common assessment data and curriculum pacing. Plan for continued adjustments to units and pacing.</p>
Provide instruction to small groups of students, using the guided math model, to support students of all levels to address learning gaps and strengthen their critical thinking.	As we have adopted and implemented a Literacy Model that utilizes small group instructional practices to address the needs of various learners in a targeted manner, we are beginning to employ the same approach in Math, through the guided math model.	<p>Summer 2021: Summer Institute for Curriculum Development and Planning</p> <p>Fall 2021: Curriculum Associates and Math Specialists lead workshops for staff</p> <p>Winter 2021: Analyze common assessment data and curriculum pacing. Adjust as necessary.</p> <p>Spring 2022: Analyze common assessment data and curriculum pacing. Plan for continued adjustments to units and pacing.</p>
Revise the Jordan/Jackson Literacy section of the report card to align with targeted learning objectives, rather than the previous curriculum program ( <i>Reading Street</i> ).	The Literacy section of the current report is standards-based and is tied to the Massachusetts Curriculum Frameworks. However, it follows the pacing of the <i>Reading Street</i> Program. Updating the report card to reflect the grade-level progress towards the end-of-year expectations as outlined in the Curriculum Frameworks will result in a more useful tool in tracking the individual student's progress.	<p>Summer 2021: Summer Institute to assess faculty feedback regarding existing report card, collected from Spring 2021 and complete draft revisions. Develop communication plans for faculty and families.</p> <p>Fall 2021: Present draft report card revisions to School Committee.</p> <p>Fall 2021: Implement communication plans.</p> <p>Spring 2022: Gather faculty feedback and family feedback in order to assess effectiveness of the tool.</p>
QMS Initiatives	Context	Actions & Activities
As part of a three-year initiative, QMS will align the Grade 7 Science Curriculum to the state	QMS presently is covering all of the Middle School Science Frameworks; however, we are not doing	<p>Summer 2021: Summer Institutes for Curriculum Planning</p> <p>Fall 2021: Assessment Development</p>

frameworks	so using the integrated model. By aligning to this model outlined in the state curriculum transient students will be better able to access the curriculum.	Winter 2021: Curriculum Adjustments
QMS will establish a core set of widely implemented literacy strategies based on the science of reading.	Contemporary research in the area of reading has highlighted the significance of background knowledge in accessing text. Students considered economically disadvantaged typically lack this critical knowledge and require increased direct instruction and research based strategies.	<p>Summer of 2021: Via a summer institute, identify a set of core literacy strategies to be implemented.</p> <p>Fall of 2021: Implement a literacy curriculum team to revamp the curriculum to include the direct instruction of specific reading strategies.</p> <p>Implement a Tier III reading remediation program with a licensed reading specialist.</p> <p>Progress monitor student reading levels in grades six through eight via the STAR Reading Assessment.</p>
QMS will implement diagnostic screening in reading and math at all grade levels and implement differentiated interventions in response to student performance.	QMS has previously implemented <i>STAR Reading</i> diagnostic screener in grades six and seven. Under this proposal, <i>STAR Reading</i> would be administered in all grades and <i>STAR Math</i> or a comparable platform would be administered as well. This data would be used to determine which supports an individual student would require under the Multi-Tiered System of Supports (MTSS) framework.	<p>Summer 2021: Evaluate Math diagnostic options.</p> <p>Fall 2021: Train faculty in systems as needed (i.e.: IXL).</p> <p>2021-2022 school year: Administer diagnostics at specified intervals.</p> <p>Fall 2021: Identify and implement tiered supports for students using the MTSS model.</p>
MHS Initiative	Context	Actions & Activities
Assess current departmental practices surrounding course recommendations.	During the 2019-2020 school year, Department Chairs and Administrators conducted an initial review of data (MCAS scores, advanced course enrollment numbers,	<p>August 2021: Organize data collected from the 2020-2021 registration process.</p> <p>September 2021: Meet with the team to analyze the data, looking for trends and/or patterns.</p> <p>November 2021: Develop actionable</p>

	attendance, etc.) through the lens of equity and access for all students. The team identified the need for a more in-depth review of course-level recommendation practices; however, this goal was side-lined by the pandemic.	<p>recommendations to rectify any areas of concern.</p> <p>February 2021: Implement recommendations during 2021-2022 course recommendation process.</p>
Complete the The New England Association of Schools and Colleges (NEASC) Self-Study process, and write and submit the Self-Reflection Report.	Mansfield High School is expected to complete the Self-Study process in preparation for our Decennial NEASC visit; NEASC issues our accreditation	<p>August 2021: Form an Accreditation Committee and a Self-Reflection Committee.</p> <p>September/October 2021: Complete survey and evidence collection.</p> <p>November/December 2021: Write the Self-Reflection Report.</p> <p>January 2022: Submit to Faculty votes to approve.</p> <p>February 2022: Submit</p>



## **Equitable and Inclusive Practices:**

***Mansfield Public Schools will develop a positive school climate and create opportunities to make our schools more personalized and inclusive.***

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District-level Initiative	Context	Actions & Activities
Mansfield Public Schools will engage in an equity audit and use the findings to build a district vision and action plan for improvement	Equity audits are a leadership tool used to collect the data that informs the process of removing programmatic barriers that impede full participation, access, and opportunity for all students to receive an equitable and excellent education.	<p>July/August 2021: Form a district working group that will meet with equity audit vendor to map out a timeline, finalize scope of the equity audit work and create a district vision.</p> <p>September-November 2021: Assist in District Data and Artifact Collection.</p> <p>Coordinate and help facilitate stakeholder engagement, interviews, focus groups and surveys.</p> <p>Assist in the analysis and development of strengths and areas for growth.</p> <p>December-January 2021-2022: Presentation of Equity Audit Findings</p> <p>February-March 2022: Creation of a district committee to develop long term strategic goals that will be incorporated into future district improvement plans.</p>
District Leadership Team, faculty, and staff will engage in cultural proficiency professional development training	We seek to develop our ability to more effectively interact with our colleagues, students and school community that is becoming more diverse. We will build the capacity of our district leadership team and staff to facilitate conversations about race and cultures in order to build a more inclusive and diverse educational program.	<p>September-December 2021: The District Leadership team will engage in four 1.5 hour sessions in topics designed to develop an understanding and leadership capacity around cultural proficiency. The following is a sample of the topics:</p> <ul style="list-style-type: none"> <li>○ What is cultural proficiency and developing a cultural proficiency vision</li> <li>○ Microaggressions &amp; implicit bias</li> <li>○ How leaders address modern forms of racism in schools</li> <li>○ How to lead conversations/coaching around cultural proficiency</li> </ul> <p>November 2021: All district staff will participate in</p>



		<p>1.5 hour introductory training in cultural proficiency</p> <ul style="list-style-type: none"> <li>Based upon this first session we will engage with the vendor to design and provide future training for our staff.</li> </ul>
Align IEP Goals to disability rather than to content	Our current IEP development relies on writing goals that are more aligned with content specific classes rather than disability. Aligning Goals will result in improved clarity and more effective IEP's for students.	<p>June 2021: Professional Development for Special Education Administration</p> <p>August 2021: Review and revise goal bank within Aspen.</p> <p>Fall 2021: Rollout changes to all special education teachers and service providers through use of professional development time and department meetings.</p> <p>Schedule professional development for Special Education faculty.</p> <p>Ongoing - Monitor IEP development and provide feedback.</p>
Roland Green Initiative	Context	Actions & Activities
Address needs of a growing PreK English Learners population.	Dual language learners are being referred for special education through early intervention with suspected delays in communication skills. We struggle to determine communication delays with students whose primary language is not English, especially at this age where all children are just learning to talk/communicate	<p>Contract out with evaluators to help conduct assessments in students' primary language.</p> <p>Utilize existing EL teachers in the district to provide consult support to PreK teachers.</p> <p>Plan for EL class "seats" for students when creating classroom placements.</p>
Create enrollment opportunities for at-risk students.	Eligibility determination for special education is based on assessment data and observation. At this level, we often only see a student through the lens of a formal evaluation and a	<p>Reserve 5 "at-risk" seats in the inclusion classrooms.</p> <p>Develop the entrance and exit criteria as a plan for "qualification" for at-risk students.</p>

	<p>short observation since they are not yet enrolled in school. Because of this, the assessment data does not support a disability, but the team may feel that the student has other risk factors that could impact their ability to access the curriculum. We need opportunities for those students who do not present with a disability, but could potentially fall through the cracks without proper support</p>	
Robinson Initiative	Context	Actions & Activities
Identify and assess <i>Journeys</i> resources and supplemental trade books for cultural and ethnic bias	With a more diverse student population, we need to ensure that students “see themselves” in their learning	<p>Summer/Fall 2021: Adapt, adopt, or create a rubric based on resources from <i>Teaching Tolerance</i> and/or other Department of Education resources.</p> <p>Fall 2021/Spring 2022: Ongoing selections and purchases for supplemental trade books. Review of <i>Journeys</i> materials. Inventory books in storage and classrooms.</p>
Jordan/Jackson Initiative	Context	Actions & Activities
Implement a virtual after school academic support program in math and literacy, utilizing diagnostic adaptive software and staff support.	Although we have had before and after school intervention programs previously, we have faced some challenges in our ability to make the progress we would hope to make with the targeted group of students. Challenges include transportation needs and the brief time students are engaged in the intervention activities. The objective of this program is to provide structured academic and staff-directed interventions to identified students, while tracking	<p>Summer 2021: Develop 30-minute targeted instructional supports for Math and Literacy for struggling learners as identified by school-based, common assessment data.</p> <p>Fall 2021: Identify program facilitators and invite identified students to attend.</p> <p>Winter 2021: Assess school-based common assessment data and SST Team input to identify students who may be able to exit the program and add students who are in need.</p> <p>Spring 2022: Assess school-based common assessment data and Student Support Team (SST) input to identify students who may be able to exit the program and add students who are in need.</p>

	their progress through individualized plans.	
Expand scope of the Jordan/Jackson Diversity Club	The 2020/2021 school year was the first year we were able to re-establish the Jordan/Jackson Diversity Club. We ran the Club as a “pilot” and will run it as a full year club.	<p>Fall 2021: Begin club meetings.</p> <ul style="list-style-type: none"> <li>○ Implement whole school awareness campaign and celebration of differences activities</li> </ul> <p>Spring 2022: Assess progress and gather student feedback for future refinement.</p>
<b>QMS Initiatives</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
QMS will perform a review of its math levels and placement criteria to determine its impact on students of color and those from economically disadvantaged backgrounds.	Recent studies have shown students of color are essentially blocked from higher level math courses in high school due to leveling placements determined in Middle School. Additionally, only approximately 3% of those students in accelerated or enriched math this year are considered economically Disadvantaged.	<p>Summer 2021: Recruit participants for this project and engage them in a summer institute to review data and research.</p> <p>Fall 2021: Progress monitor students and continue to draft recommendations for the FY23 Program of Studies.</p> <p>Winter of 2022: Propose changes to the QMS Program of Studies for the upcoming school year based on the study’s findings.</p>
QMS Faculty will receive professional development on the design of and implementation of targeted language objectives for the SEI classroom.	QMS has seen rapid changes, both up and down, of our EL population over recent school years. The professional development opportunity would reinforce practices outlined in the SEI Endorsement Program.	<p>Summer 2021: Develop PD workshops on targeted language objectives.</p> <p>Fall 2021: Implement a PD Workshop on implementation of targeted language objectives.</p> <p>Fall 2021-Spring 2022: Collect data on the usage of targeted language objectives.</p> <p>Spring 2022: Faculty share back experiences and adjustments made using targeted language objectives.</p>

MHS Initiative	Context	Actions & Activities
<p>Increase student connectedness to our school, and foster the development of student voice in building a vision for school and related activities.</p>	<p>We wish to continue to build on our on-going work to ensure that every student feels welcome and comfortable at school, and that each student possesses a sense of ownership of their school.</p>	<p>On-going/every other month: Continue hosting meetings between Admin and Senior Class Officers.</p> <p>September 2021: Expand participation in and readership of our student newspaper, <i>The Voice</i>.</p> <p>On-going: Support the continued production of <i>The Hornet Life</i> student newsletter, focusing on key information for students.</p>
<p>Continue to implement and support programming to support development of cultural competency and student advocacy skills.</p>	<p>We wish to further expand student-led cultural competency training in the classroom, and facilitate the development of student-led cultural competency and advocacy clubs/activities</p>	<p>July/August 2021: Assess Anti-Defamation League (ADL) programming after its fourth year.</p> <p>September 2021: Work with student leaders to support the development of cultural competency/student advocacy clubs.</p> <p>September 2021: Develop programming goals for the current school year.</p> <p>January-March 2021: Implement student-led programming.</p>



## **Social, Emotional, Physical Supports:**

***MPS will proactively provide for the evolving academic, social, and emotional needs of all students.***

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District-level Initiative	Context	Actions & Activities
Scale up the McLean Hospital Partnership	We are looking to expand the reach of evidence based interventions for our students and work towards eliminating obstacles to effective mental health support in the school setting. McLean is currently providing weekly consultation in each building for counselors/school psychologists and staff working with emotionally vulnerable students	McLean will provide continued weekly clinical consultation, professional development for a wider group of faculty and staff, and parent workshops throughout the 2021-2022 school year.
Roland Green Initiative	Context	Actions & Activities
Full implementation of Pyramid Model Consortium for Social Emotional Development in early childhood	We will be moving into year 3 of the Pyramid Model in the 2022-2023 school year. We have had teachers and paraprofessionals trained as a part of our partnership with the consortium. Year 3, we plan to fully implement the model with fidelity.	<p>Create program-wide expectations.</p> <p>Create a plan for on-going professional development and staff support.</p> <p>Develop a “jump -off” activity to introduce the program and to create staff buy-in.</p>
Robinson Initiative		Actions & Activities
Re-establish the Positive Behavioral Interventions and Support (PBIS) team	We have not had a PBIS team at Robinson for approximately three years. A collaborative group of teachers and/or paraprofessionals is needed to identify social and emotional (SEL) needs and support teachers and students in promoting	<p>Summer 2021: Summer institute to rebrand PBIS and plan a needs assessment to be administered to teachers in the fall 2021. Review current SEL resources and delivery model. Plan the school year calendar for whole school expectations and grade level celebrations.</p> <p>Fall 2021: Administer SEL survey to teachers.</p> <p>Winter 2022: Analyze data to determine a</p>

	positive whole school expectations.	possible set of needs teachers may have in meeting students' social and emotional learning needs in the classroom.  Summer 2022: Review and revise whole school expectations lessons and slide shows.
Jordan/Jackson Initiative	Context	Actions & Activities
Re-institute the Jordan/Jackson Build Our Kids' Success Program (BOKS) and revive partnerships with the BOKS community partners.	BOKS is a physical activity program designed to get kids active and establish a lifelong commitment to health and fitness. Built on the science and research documented in the book, <i>Spark: The Revolutionary New Science of Exercise and the Brain</i> , BOKS provides free physical activity curriculum, training and support to schools looking to establish and maintain impactful fitness and nutrition programs serving the whole child. It is a program that we have taken advantage of in previous years.	Summer 2021: Plan comprehensive lessons and activities that target student health, wellness, physical fitness and nutrition. <ul style="list-style-type: none"> <li>○ Review BOKS resources</li> <li>○ Re-establish community partnerships with local businesses for volunteer opportunities</li> <li>○ Establish partnerships within the District for additional volunteer opportunities</li> </ul> Fall 2021 & Spring 2022: Expand offerings to two six-week programs  Winter 2021: Assess progress and enrollment. Make any necessary adjustments.  Summer 2022: Plan for 2022-2023 school year.
Implement the initial phase of the Jordan/Jackson whole-school approach to social and emotional learning. Each grade level will integrate the initial units of study that align with Social Competency Standards (CASEL) focusing on inclusivity, diversity and accepting of differences within the Jordan/Jackson community.	Although we have adopted various lessons and units to support social and emotional learning for our students, we want to implement school-wide, research-based units of study.	Summer 2021: Summer Institute for continued Curriculum Development and Planning <ul style="list-style-type: none"> <li>○ Continue to utilize text selection rubric to review texts for bias and representation of diversity</li> <li>○ Build off framework developed by SEL Curriculum Associates during 2020-2021 school year.</li> </ul> Fall 2021: SEL Curriculum Team members to lead workshops for staff.  Winter 2021: Assess implementation of units and adjust as necessary.  Spring 2022: Gather staff feedback and begin

		planning for implementation of new units for 2022/2023 school year.
<b>QMS Initiative</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
QMS will transition from a siloed approach to MTSS to a more holistic approach incorporating principles for SEL, RTI, PBIS, and EL.	QMS presently has a PBIS Team as well as an RTI team. These groups operate independently. Additionally reading and math support has been determined by departments. The groups have previously never formally collaborated to look at the whole child.	<p>Summer 2021: Identify an organizational chart for the Student Support Team that works through the MTSS program at QMS.</p> <p>Summer 2021: Establish norms and a vision for the team.</p> <p>Fall 2021: Share out new organizational structure across the school community.</p> <p>2021-2022: School Year: Regularly meet to carry out the business of the team or teams.</p> <p>Spring 2022: Evaluate what worked and where the group needs to grow.</p>
<b>MHS Initiative</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
Develop student resilience and reduce levels of student stress in order to improve student performance and attendance by increasing support to the Bridge Program.	Our Bridge Program is entering its third year, and we wish to increase program capacity to service a greater number of students.	<p>July-August 2021: Evaluate Bridge Program achievements and areas for growth, and identify targeted ways to increase student access and academic support.</p> <p>July-September 2021: Hire and train a Bridge Program Academic Coordinator.</p> <p>On-going, October 2021 - June 2022: Implement recommendations to increase student access and academic support.</p>
Develop student resilience and reduce levels of student stress in order to improve student performance and attendance by exploring ways to involve classroom teachers in encouraging students to use stress/anxiety management skills.	This past school year a small group of counselors, teachers, administrators, and support personnel worked closely with our rep from the MacLean Hospital Partnership. In addition, our rep presented to the entire staff on two occasions regarding strategies for supporting	<p>June 2021: Assess staff needs in the classroom and identify goals with the MacLean Partnership.</p> <p>July/August 2021: Develop two training opportunities for staff during professional development days.</p> <p>On-going, September 2021-February 2022: Implement professional development with staff .</p> <p>April/May 2022: Gather feedback regarding use</p>



	<p>students during the pandemic. We wish to build on this work to empower teachers with the skills to better support students social-emotional learning in the classroom setting.</p>	<p>and implementation in the classroom.</p>
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## **Collaborate to Innovate:**

***Mansfield Public Schools will identify and cultivate innovative learning environments and pathways.***

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District-level Initiative	Context	Actions & Activities
Implement a study to evaluate the educational spaces (inside the schools as well as the outdoor areas).	Several factors are converging that lead me to propose an educational space study to address long-term needs. For example, although the school buildings are well-maintained, they are aging; student enrollment is declining; Roland Green is separated from the East Street campus; science labs, playgrounds, and fields will need attention. There is a need to review the district from an educational spaces perspective and to then analyze and create a long-term plan for the future.	<p>Summer 2021 School Committee Workshop: Planning meeting to discuss project priorities, logistics, and potential facilitators.</p> <p>Fall 2021: Identify MPS, Town of Mansfield, and community members to serve.</p> <p>Fall 2021: Final selection of a facilitator consultant to lead the committee.</p> <p>Ongoing 2021-2022 School Year: Conduct the study which will include input from all stakeholders.</p> <p>Year II: Develop a plan that will address long-term needs of the school district that can be supported by the resources of the community.</p>
Roland Green Initiative	Context	Actions & Activities
Pilot Google tablets for students	Roland Green is currently working to research the best technology device for the preschool level. In collaboration with the Digital Learning and Technology Departments, the preschool staff hopes to find the right type of device that is accessible and effective for young children.	<p>Order 10 Google Tablets.</p> <p>Teachers/therapists will assess the device during the 2021-2022 school year.</p> <p>Preschool staff will meet with Technology and Digital Learning administrators to discuss appropriateness of the device.</p>

Robinson Initiative	Context	Actions & Activities
Pilot math assessments using chromebooks	Our EnVision Math 2.0 program has an extensive digital platform with the capability to administer math assessments digitally.	<p>Summer/Fall 2021: Review math topic tests and identify 4-6 topic tests to administer using the digital platform.</p> <p>Summer/Fall 2021: Identify possible technology skills students may need to have to be able to take the assessments on the platform.</p> <p>Summer/Fall: Develop a lesson plan to share with grade level teachers that includes technology skills students need to take assessment on the digital platform.</p> <p>Fall 2021/Spring 2022: Administer topic assessments and analyze the results. (Are there multiple students in a class that struggle with the same questions? Do the questions adequately measure the concepts taught?).</p>
Align IXL math and literacy lessons with <i>Journeys</i> and <i>enVision Math</i>	IXL is a web-based program that provides grade level skills support for students in literacy and math.	<p>Summer 2021: Review IXL math and literacy lessons that align with EnVision 2.0 and Journeys lessons.</p> <p>Create an user friendly document indicating where the IXL and program lessons align.</p>
Jordan/Jackson Initiative	Context	Actions & Activities
Develop integrated Project-Based Learning units through which students acquire a deeper knowledge through active exploration of real-world challenges and problems.	We would like to implement a two-year plan to integrate Project-Based-Learning units to provide more hands-on cooperative learning experiences for students.	<p>Winter 2021: Introduction to Project-Based-Learning</p> <p>Spring 2021: Teacher-led workshops for staff to illustrate how project-based learning can enrich small group Literacy instruction and guided math lessons. Gather feedback regarding the most effective approach toward integration.</p> <p>Summer 2022: Develop two to three initial integrated projects per grade, targeting implementation in the 2022/2023 school year.</p>
Implement the next phase of STEM integration	In previous years, we have engaged students in a variety of STEM activities, lessons and units. <i>STEMPALOOZA</i> was developed by staff as a	<p>Summer 2021: Plan three lessons per grade level that can be integrated into the classroom and support guided math and Literacy instruction.</p> <p>Fall 2021: Teacher-led workshops for staff</p>

	<p>series of cross-curricular lessons to be implemented over a period of time.</p> <p>Our goal is to expand those opportunities, throughout the school year. In addition, we want to have the STEM tools and lessons from the Jordan/Jackson Innovation Station (Dot and Dash codeable robots, Lego Simple Machines, etc.) available for teachers to check out to use in their classrooms to support the small group instructional practices in Literacy and Math.</p>	<p>Winter 2021: Gather feedback regarding lesson implementation and engagement from teachers and students.</p>
<p>Pilot online <i>Fountas and Pinnell</i> Benchmark Assessment Tool</p>	<p>This action step has been part of our multi-year Literacy implementation planning. The online tool is available and our staff has the experience administering the hardcopy version. We are positioned well to take this next step.</p>	<p>Fall 2021: Provide staff training on how to perform assessment online.</p> <p>2021-2022 school year: Gather staff feedback and analyze data.</p>
QMS Initiative	Context	Actions & Activities
<p>QMS will enhance its co-teaching model through integrated coaching.</p>	<p>QMS implemented co-teaching in ELA during the 2016-2017 school year with little support or professional development. This support was provided in co-taught math classrooms two years prior. By integrating coaching into both disciplines we will enhance the quality of our</p>	<p>Summer 2021: Meet with coaching consultant and develop schedule.</p> <p>Fall 2021: Implement coaching sessions.</p> <p>Winter 2021-2022: Evaluate efficacy of coaching.</p> <p>Spring 2021: Recommend changes for upcoming school year based on faculty feedback.</p>

	inclusion model.	
<b>MHS Initiative</b>	<b>Context</b>	<b>Actions &amp; Activities</b>
Continue investing in our new learning partnerships (Attleboro School-to-Career Partnership and Southeastern Regional Vocational Technical School) to expand and promote opportunities to students.	We are entering our third year with the Attleboro School-To-Career Partnership and the Southeastern Regional Vocational Technical School. We are very happy with the value of programming thus far and wish to promote more student involvement.	<p>September 2021: Establish increased participation targets based on prior years' goals.</p> <p>October 2021: Evaluate and develop procedures to increase student access to job-shadowing opportunities, and hands-on career exploration.</p> <p>On-going, 2021-2022: Better promote and advertise career exploration programs opportunities.</p>
Explore and develop an Early College option for our students.	This goal is carried over from our last school improvement plan. It was sidelined by the pandemic but we are still committed to developing an opportunity for students to earn high school and college credit simultaneously in a supportive program.	<p>July/August 2021: Meet with South Shore Principals and Superintendents to discuss and identify common needs.</p> <p>On-going, 2021-2022: Work with local colleges to develop programming that supports our school model and offerings.</p>

## Glossary of Selected Educational Terms

**ADL:** Anti-Defamation League is providing anti-bias education and curriculum in QMS and MHS

**Aspen:** Commonly referred to as X2, this is the district's Student Information System (SIS) which is the platform used to collect and report on student grades and attendance.

**BOKS:** The acronym is for Bring Our Kids' Success. BOKS is a physical activity program designed to get students active and establish a lifelong commitment to health and fitness.

**Bridge Program:** Specialized, small group program designed to transition students back into the regular school day after extended absences.

**CASEL:** Collaborative for Social and Emotional Learning. The CASEL model identifies five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. <https://casel.org/core-competencies/>

**Curriculum Associates:** A term used in the Mansfield Public Schools. Curriculum Associates are teacher leaders who apply for, and if selected, are appointed to the Vertical Teams for one year

**DESE:** Massachusetts Department of Elementary and Secondary Education <http://www.doe.mass.edu/>

**DIBELS:** Short (one-minute) reading fluency measures used to monitor early readers' progress. DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills. <https://dibels.uoregon.edu/>

**Dyslexia Guidelines:** Spring 2021 publication by the MA Department of Elementary and Secondary Education. <https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>

**EL:** English Language Learners <http://www.doe.mass.edu/ell/>

**FY:** Fiscal year. July 1, 2021 through June 30, 2022 is FY22 (Fiscal Year 2022)

**Grade Level meetings or "Grade levels":** A format used to deliver professional development sessions in the Mansfield elementary schools. A specific grade of teachers (for example, *all 3rd-grade teachers*) is divided into two groups. Each group attends a half-day professional development training session during which their own class of students is taught by a substitute teacher.

**Guided math or guided reading:** An instructional approach in which a teacher works with small groups of students. It allows the teacher to meet all needs of students because it usually involves a mini-lesson of a specific skill to a targeted group of learners.

**High needs students**: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (EL) and former EL students, or low income students (eligible for free/reduced price school lunch)

**MCAS**: Massachusetts Comprehensive Assessment System <http://www.doe.mass.edu/mcas/>

**MTSS**: A Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide strategies for students with various academic and behavioral needs. <https://www.doe.mass.edu/sfss/mtss/>

**NEASC**: The New England Association of Schools and Colleges issues accreditation which is factored heavily into the college admissions process. <https://www.neasc.org/>

**P.B.I.S.**: Positive Behaviors Interventions and Supports <https://www.pbis.org/>

**PLTW**: Project Lead the Way <https://www.pltw.org/>

**PLC**: Professional Learning Communities; teams of educators meeting regularly and working to achieve common educational goals

**Project-based Learning (PBL)**: A teaching method in which students learn by actively engaging in real-world and meaningful projects and problem-solving activities. <https://www.pblworks.org/what-is-pbl>

**Pyramid Model**: A framework that supports preschoolers' social and emotional learning. The model focuses on building the adults' skills so that they can develop their students' social and emotional health. <https://www.pyramidmodel.org/>

**R.T.I.**: Response to Intervention

**SLT**: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus Director of Guidance, MHS Librarian and Assistant Director of Secondary Special Education

**SEI**: Structured English Immersion (SEI) is an approach to teaching academic content in English to English Language Learners. <https://www.doe.mass.edu/licensure/endorsements/sei.html>

**SEL**: Social and Emotional Learning

**SIS**: Districts use a Student Information System (SIS) which is the platform used to collect and report on student grades and attendance. For the MPS, the program is Follett Aspen, oftentimes referred to as X2.

**SLT**: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus Director of Guidance, MHS Librarian and Assistant Director of Secondary Special Education



**SST**: Student Support Team meetings are used as part of the Response to Intervention process. The focus of an SST is a specific student and the individual academic need(s) to be addressed through intervention.

**S.T.E.M**: Science, Technology, Engineering and Mathematics

**S.T.E.A.M**: Science, Technology, Engineering, Arts and Mathematics

**Vertical Teams**: Facilitated by the Department Chairs who lead teacher leaders from both the secondary and the elementary schools in the collegial work of vertical articulation of the curriculum